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I shall not speak at length now of these examinations, especially the so-called Regents', since I reserve them for another day. All I want to say is: As long as grammatic formalism and pedantic erudition reign supreme, that long we cannot expect to teach German and French properly. Let us free ourselves from this incubus of modern language instruction and let us take the road which leads to happiness and conscious power, i. e. the direct method of teaching modern languages.

Let the work in modern languages be primarily work in aural and oral facility and let it be tested in all examinations. For the ability to speak a foreign language is the best means to the desired end of learning that language. The educational authorities of New York City are beginning to realize the importance of this matter.

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### **A Course in German in the High School.**

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By **Theodore W. Schiek**, McKinley High School, St. Louis, Mo.

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1. *General.*

To bring the student in contact with the civilization and the culture of the German speaking nations.

2. *Special.*

(A) To teach the students to understand readily the spoken language.

(B) To give him sufficient practice to enable him to express his own thought on simple subjects, both orally and in writing.

(C) To familiarize him with a vocabulary large enough to enable him, after having taken a course of two years, to read intelligently prose or verse of ordinary difficulty, and after having taken the four years' course, to read some of the masterpieces of German Literature.

(D) To make the student acquainted with the principal facts of history, geography, institutions and social customs of the German speaking peoples; the emphasis, throughout the course, to be laid upon the life of the present day.

(E) To give the student that mental discipline which is peculiar to the study of foreign languages.

These *Aims* are best attained by applying the following principles:

1. *Pronunciation*—First the sound, then the symbol. Pupils must learn the foreign sounds from the lips of the teacher, not from the printed page of the text book; mere imitation alone proves insufficient, the teacher must show the position of the organs of speech in producing the sound.

2. *Grammar*—Habits of speech, rather than thought and judgment, should be the chief aim at first. That which the student has already unconsciously, half felt and half seen, is made clear and conscious by instruction in grammar. In declensions and conjugations, complete sentences should be used. Frequent reviews on the forms are a necessity throughout the entire course; each teacher must hold himself responsible for a thorough knowledge of the work of all preceding terms.

3. *Reading*—Interpretation in German should largely and, if the skill of the teacher permits, entirely be substituted for translation. The power to read without translating, to think and feel, if not productively, at least receptively, in and through the foreign language must be insisted upon as the chief aim. The spoken language must be acquired before the classics can be appreciated; without a knowledge of the former, the student possesses no standard by which he can measure the latter. The teacher should aim more at obtaining clear images than at literary interpretation; prominence should be given to the thought content, the grammatical constructions only in as far as it assists in attaining a clear understanding of the text,

4. *Written Exercises*.—Copying, dictations, (first prepared, later on unprepared); copying of texts with changing of person, number, tense, voice and mode; answering of oral questions, based upon the text studied; paraphrasing of poems; writing of anecdotes and poems from memory; free reproductions on texts read; describing of pictures; finally compositions based on subjects not studied in class.

5. *Conversation*.—Is mainly based upon the texts studied in class; it assists in the acquiring of a large vocabulary, in training in grammatical forms and syntax and in a living appreciation of the meaning of the foreign language.

The use of pictures (Hoelzel's or Meinhold's) permits the lesson to be conducted in German entirely; every minute taken from the native speech and conducted in foreign speech, is a gain for the language; besides, there is hardly any exercise in the study of a foreign language, that requires a more intense mental application on the side of both teacher and pupil than—*conversation*.

6. *Memorizing*.—Anecdotes, selections in prose and gems of poetry, in the higher grades scenes from plays. Prose selections should predominate at first.

7. *Realia*.—The history, the geography, German's position among the nations of the world, its commerce, industries, technical achievements, etc., should receive attention at all times.